

# Documents on Diplomacy: Lessons

## "War No More?"

Standard: I. Culture  
II. Time, Continuity, and Change  
III. People, Places, and Environments  
V. Individuals, Groups, and Institutions  
VII. Production, Distribution, and Consumption  
IX. Global Connections

Grade Level: 9–12 (Graphic representations with homework research)

Objectives: The student will:

- Define terms related to protocols and conventions
- List the types of chemical weapons the protocol addresses
- Create a graphic representation of a section of the Convention
- Review the accuracy of their original definitions
- Participate in discussion of war and prisoners of war

Time: 2 class periods

Materials: Documents: **1928** *Protocol for the Prohibition of the Use in War of Gases. . .*  
**1929** *Convention Relating to Prisoners of War*

<http://www.icrc.org/eng/>

<http://satreatyseries.net/disarm.htm>

<http://www.youtube.com/watch?v=fgWfXfg7-GU> (*War, No more troubles:* video with music)

*Encyclopedia of Human Rights* by Edward H. Lawson &  
Mary Lou Bertucci  
Poster paper and markers

Procedures:

### *Pre-Lesson*

**1.** Make enough copies of the primary source documents and the *Words about War Song Sheet* for each student. Or, since the documents are lengthy, allow students to download the PDFs from your classroom page.

**2.** Write these 10 categories on the board:

- Capture
- Camps
- Labor of prisoners
- External relations of prisoners of war
- Prisoner's relations with authorities
- Termination of captivity
- Bureau of relief and information
- Application to civilians
- Repatriation and hospitalization
- Medical staff

**3.** If you can find a copy of the *Encyclopedia of Human Rights*, place it in the classroom.

*Day One Procedures*

**1.** On their paper as a pre-test ask them to define these 10 terms:

- a. Protocol
- b. Convention
- c. State Parties
- d. State Signatories
- e. Repatriation
- f. POW
- g. War
- h. Biological weapons
- i. Asphyxiation
- j. Civilian

**2.** While students are working on defining the terms, distribute the two primary source documents.

**3.** Give the students an overview of the development of the Protocol and the Convention from resource, *Background Information*.

**4.** Now ask them to read the Protocol and list all the kinds of chemicals and gases mentioned on their sheet of definitions.

**5.** Hold a short discussion on their findings.

**6.** Ask them now to choose a category from the board and write it on the top of their papers in large letters and put their names on the papers. If some are not chosen, make an appeal to cover each topic. These choices will determine the groups.

**7.** Ask students to form into groups and read their part of the Convention and create a graphic representation of what their section explains. While there are many examples of graphic forms available, it is preferable for them to design their own.

- 8.** Remind them that they will be presenting their work during the next class.
- 9.** Provide the first two websites listed above for research if needed for homework. Suggest, as well, that they find out who signed the documents *and* those who did not ratify them.

*Day Two Procedures*

- 1.** Put the song sheets on their desks before they arrive.
- 2.** Ask them to return to their work from yesterday as presentations will take place in 5–10 minutes.
- 3.** Ask each group to present their work in the order of the categories listed on the board. Post each graphic.
- 4.** After all the groups have presented—but before any discussion occurs—play the video, *War/No More Troubles*, as a transition.
- 5.** Hold a class discussion about war, prisoners of war, and chemical weapons, by asking initially what they think about the Protocol and the Convention.
- 6.** Be aware that this discussion will be long since it is a topic that students like. It can include the songs and video.
- 7.** Ask them to look at their original definition sheets and see if they want to change any of their explanations. (1–2 minutes)
- 8.** Now ask them to write their opinion about all that has been covered in the last two days, but they must include the definitions in their writing.
- 9.** Collect the papers for a review by the teacher of what the students are expressing.

Extension Activities:

- 1.** Compare the 1949 Geneva Convention with that of 1929.
- 2.** Use excerpts from the movie, *Bridge Over the River Kwai* to discuss POW labor and long marches of prisoners.
- 3.** Have students bring and share additional war songs if appropriate for school but require them to write out the lyrics first. ■